

Rise and Shine Day Nursery

134 Biscot Road, Chaucer House, Unit 1, Luton, Bedfordshire, LU3 1AX



Inspection date

12 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The enthusiastic provider and manager have high aspirations and devise ongoing action plans to support continuous improvement. They use a range of strategies to include the views of staff, parents and children in this process.
- Well-qualified staff recognise children's interests and use these to plan a stimulating range of challenging activities to support their good progress.
- All children, including those who speak English as an additional language, communicate well. Following a recent focus on this area, including training, staff clearly pronounce words and skilfully question children to stimulate discussion. Children confidently talk about places they visited over the holiday period and the activities they took part in.
- Partnerships with parents are well established. Staff use a range of techniques to engage a high number of parents in sharing play and learning experiences. For instance, they hosted a baking competition and facilitated a children's sports day.
- Children adopt a community spirit and recognise the various needs of others. Recent examples of how staff achieve this include organising local fundraising events to provide food for the homeless and winter coats for children in need.

It is not yet outstanding because:

- At times, agency staff do not fulfil the manager's high expectations for teaching, in order to consistently challenge children to the very highest level.
- Occasionally, staff do not gather as much detail as possible from parents about children's learning at home when they start at the provision, in order to focus their early planning precisely on children's next steps.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the support provided to agency staff to help them to consistently challenge children to the very highest level
- focus more precisely on the initial information gathered from new parents to further support accurate assessments of children's starting points.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager and held discussions with the provider, local authority coordinator and other members of staff.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as, the nursery's self-evaluation, policies, children's learning journals and registers.
- The inspector spoke to a large selection of parents during the inspection and took account of their views.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider and manager have worked closely with the local safeguarding team to robustly refresh their safeguarding knowledge. All staff show full awareness of their role and responsibility to take the necessary actions to ensure children's welfare. Regular testing of staff's understanding of nursery policies helps them to effectively implement procedures. For instance, they provide confident explanations to visitors on the reasons for prohibited mobile phone use. All staff hold valid first-aid qualifications and know the action to take in the event of an emergency. The manager reviews staff practice through monthly supervision meetings and sets individual targets to help them develop and gain experience. Staff observe each others' practice and share ideas to help maintain their good quality teaching. The manager uses effective systems to monitor the educational programmes and swiftly target areas for improvement.

Quality of teaching, learning and assessment is good

Staff get to know their key children well and work closely with parents to support their continued progress. For example, they suggest weekly activities to do at home to help children achieve their next steps in learning. Staff draw on the regular observations and assessments they make of children to help them plan various topics of interest. They use group time to read related stories and help children reassess their learning. For instance, children confidently detail the life cycle of a butterfly and refer to the cocoons they made previously. Children are engaged and eager to learn as they make choices in the well-organised environment. They show good levels of concentration as they explore the changing properties of sand as they add water. Staff recognise and support children who show an interest in writing and in working with numbers to help build on their skills.

Personal development, behaviour and welfare are good

Children develop secure attachments with their key person and gain comfort and help from other adults as needed. They gradually increase their hours of attendance when they start to help them separate from parents and carers with ease. Staff communicate well with each other and act as good role models. Children know what is expected of them and gain a sense of belonging in the nursery. They show respect for others, know to walk when indoors and help when it is time to tidy away toys. Children demonstrate awareness of healthy practices; they wash their hands before eating and talk about the effect that too many sweets can have on their teeth. Children regularly access the outdoor areas to practise their physical skills. They move in a range of ways as they pedal vehicles, crawl through tunnels and push up and pull down the lever to work the outdoor water pump.

Outcomes for children are good

All groups of children make good or better progress from their starting points. Staff make effective use of the Early Years Pupil Premium and local authority funding. For instance, children from homes with limited or no outdoor space use the enhanced garden areas to dig and nurture the growth of plants. Children develop a positive attitude to learning, follow instructions well and willingly take on the responsibilities of small tasks. Children gain the essential skills that they require in readiness for future learning, including school.

Setting details

Unique reference number	EY480846
Local authority	Luton
Inspection number	1045237
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	60
Number of children on roll	93
Name of provider	Rise & Shine Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	01582736439

Rise and Shine Day Nursery was registered in 2014 and is privately owned and managed. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 12 noon and from 12.30pm until 3.30pm. There is provision for children to attend breakfast club from 8am and to stay at after-school club until 4pm. A lunch club is available from 12 noon until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and children who speak English as an additional language.

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